

DME Newsletter news & updates

July 26, 2022 | Volume 2, Issue 1 (Summer Edition)

In this newsletter

Updates from DME leaders

- Interim Head
- MHPE Program
- PhD Program
- PSL Program
- SAIL
- International Program
- Heath Humanities & Undergraduate Education
- Featured DME Member
- Faculty and Staff News
- Calendar of Events

Contributions

Send contributions and suggestions for the DME Newsletter at dmenews@uic.edu.



From the Editors

Welcome to the summer edition of the Department of Medical Education (DME) Newsletter, bringing news and updates from our community. This issue includes content from our department leaders and celebrations from the community.

Future contributions and suggestions can be sent to dmenews@uic.edu. Wishing everyone a fantastic summer!

Yoon Soo Park, PhD and Rebecca Fiala, MA
DME Newsletter Co-Editors

From the Desk of the Interim Head, Alan Schwartz, PhD



I look forward to seeing many of you on Thursday, July 28, at the Department of Medical Education (DME) summer conference's in-person return. In addition to thought-provoking scientific sessions by our keynote speaker, Dr. Brian George, and DME students and alumni, we will pay [tribute to the late Dr. Les Sandlow](#), recognize Dr. Dorthea Juul for 50 years of engagement with DME in its current and past guises, and celebrate our graduates.

The inaugural [Dr. Ilene B. Harris Legacy Fund grant](#) has been awarded to Dana Lin and Cara Liebert at Stanford University for their project, "Validity evidence for ENTRUST, an innovative assessment platform for entrustable professional activities in graduate medical education." The team includes some familiar coinvestigators/advisors (James Korndorffer, Matt Lineberry), as well as coinvestigators who are new connections for DME. Thanks to Ilene and Morty Harris, this is now an annual grant program—and we will announce a new call for letters of intent later this year.

Dr. David Ansari will be joining the department as our second Bridge to Faculty (B2F) Program postdoctoral fellow in the fall, joining [Dr. Nicole Perez](#) who was recruited last year. Dr. Ansari is a medical anthropologist whose interests focus on health inequalities, migration, and health professions education (HPE), among others. Dr. Ansari has also been named as [2022-2023 Gold Humanism Scholar](#) at the Harvard Macy Institute.

In other faculty news, [Dr. Kristi Kirschner](#) is now a full-time professor in DME and director of undergraduate

programs. This new role will help DME work more closely with the college's MD curriculum as well as other undergraduate programs at UIC.

The drive to [endow a professorship named for Dr. Georges Bordage](#) is in full swing. Currently, for a limited time, donations are being matched by the fund's initiating donors so that new donors can "make it count twice." Please consider contributing to this fund (or other funds that support departmental activities) through DME's website ([link](#)).

We are always excited to see the names of our students and graduates as coauthors of important and novel work in our field's journals and meetings. Please take a moment to let the [department](#) know about your notable accomplishments so we can celebrate along with you: DMENews@uic.edu, [@uicdme](#), and/or via [LinkedIn](#). Finally, please consider sharing your ORCID iD with us so that we can track and help promote your work.

Director, MHPE Program, Rachel Yudkowsky, MD, MHPE



Spring 2022 MHPE Graduates:

We congratulate our Spring 2022 MHPE graduates!

- **Leora Horn**, Vanderbilt University - Experiential Learning to Teach Informed Consent and Clinical Trials: A Randomized Controlled Trial (A Schwartz, R Yudkowsky, C Dewey)
- **Erin Killorn**, Dalhousie University - Developing a Canadian In-Training Examination in Pediatric Emergency Medicine (R Yudkowsky, YS Park, D Juul)
- **Leizl Nayahangan**, Copenhagen Academy for Medical Education and Simulation - Development of a Rubric to Evaluate Implementation Quality of Simulation-Based Courses: A Consensus Study (R Yudkowsky, C Park, A Dubrowski)
- **Christopher Stephenson**, Mayo Clinic - Learner Engagement and Teaching Effectiveness in Livestreamed vs In-person Continuing Medical Education (R Yudkowsky, D Cook, C Wittich)
- **Stacey Watt**, University at Buffalo - Telemedicine in Anesthesiology: Utilizing Simulation to Teach Remote Preoperative Assessment (R Yudkowsky, L Hirshfield, C Berger)

MHPE 2022 Summer Conference

Conference **Co-Chairs** [Alan Schwartz, PhD](#) and [Rachel Yudkowsky, MD, MHPE](#) are happy to announce the return of the in-person Annual MPHE Summer Conference on campus, Thursday, July 28, 2022.



The **keynote address, "Using 'Big Data' to Improve Medical Education,"** will be given by [Brian George, MD, MA](#), Director of the Center for Surgical Training and Research at the University of Michigan and senior scholar at the Center for Professionalism and Value in Healthcare. Dr. George also serves as executive director of the Society for Improving Medical Professional Learning ([SIMPL](#)), an international collaborative of more than 100 training programs working together to address systemic problems in medical education.

In addition to the keynote, we look forward to an alumni panel discussion on pursuing leadership opportunities after the MHPE, abstract presentations by students and alumni, graduation and award ceremonies, and plenty of time for in-person networking.

On-Campus Courses Return!

We were delighted to return to on-campus courses this summer, with MHPE 503 (Curriculum and Evaluation) and the Qualitative Methods elective leading the way. We enjoyed live interactions, dynamic activities, and strengthening our professional relationships and networks.

Other on-campus courses this summer include:

- Introduction to HPE
- Instruction & Assessment
- Assessing Accreditation Council for Graduate Medical Education (ACGME) Competencies & Milestones
- Introduction to Quantitative Data Analysis
- Diversity in HPE
- Reflective Theory and Practice

Director, PhD Program, Laura Hirshfield, PhD

We are thrilled to announce that **Shahida Badsha**, one of our current PhD

students, has been selected as a recipient of the **UIC Ann Lynn Lopez Schubert Memorial Fellowship in Curriculum Studies**. This fellowship is given to graduate students in curriculum and instruction who are "dedicated to keeping alive curriculum questions of depth and expanse through [their] writing, scholarship, and intellectual inquiry." Congratulations, Shahida!



We are also proud to share that **Kim Fasula** successfully defended her dissertation this spring. Congratulations, Kim!

Director, Patient Safety Leadership (PSL), Aarti Raghavan, MD, MS



UIC's [Patient Safety Leadership Program](#) offers both a graduate certificate and a master of science option.

This online program is certified by the Commission on Accreditation of Healthcare Management Education with coursework designed by healthcare professionals and taught by an internationally renowned faculty. Our program has a strong alumni network of more than 1,000 graduates.

To schedule a one-on-one phone call with any questions, please email slanza3@uic.edu. We look forward to hearing from you and discussing our program opportunities.

[LinkedIn](#) | [YouTube](#)

Director, Simulation and Integrative Learning Institute (SAIL) Christine Park, MD

Hello from [SAIL \(@UIC Simulation\)](#)! We hope that all of you are well. Our amazing team continues to "SAIL" along. SAIL is dedicated to remaining a leader in simulation innovation; championing health equity, ethics, and justice; promoting compassion as well as patient-centered and -partnered care, including self-care; and partnering with all stakeholders, including the surrounding community.

One of SAIL's newest human-based simulation (HBS) partnerships, launched in December 2021, supports the work of Almost Home Kids (AHK), which provides a bridge from hospital to home for children with complex medical needs. Through this partnership, SAIL is conducting mannequin-based simulations to help AHK nurses practice their clinical skills and conflict-resolution scenarios to prepare them for difficult conversations with patients' family members.

We are also launching a partnership with the counseling program at University of Illinois Hospital & Health Sciences System (UI Health), Care for the Caregiver, which helps healthcare providers process their own grief and trauma in the aftermath of an adverse patient outcome. To facilitate UI Health's efforts to support these "second victims," the SAIL team provides simulations for the program's peer-to-peer counseling training sessions.

The success of SAIL is built on the talents of the entire SAIL team. We want to acknowledge their dedication, flexibility, and ingenuity over the past 2 years during the COVID pandemic. Not only did the team keep UIC's simulation going, they also moved the needle forward in healthcare simulation. Our hats are off to our entire team and we humbly say: Thank You! **Christine Park and Bob Kiser**



Technology-Based Simulation

Although Omicron came as a surprise, it was no surprise that the TBS was able swiftly and seamlessly to transition some mannequin sim programs to telesimulation. The operations specialists jumped right back in. TBS has taken extra precautions and reduced in-person programming to protect staff and learners from transmission. They will continue to take extra measures, as necessary. Be prepared to wear N95s when instructing in person.

Programs

Beyond regular programming—like M3 pediatric, M3 surgery, M4 emergency medicine, and M4 anesthesia clerkships—the emergency medicine and pediatric residents were busy with simulations through winter. M2 Synthesis Sim #1

was one of those larger programs that transitioned to tele-sim. Kudos to SAIL Tech-Sim Coordinator **Angelo Dindia** and the simulation technologists that somehow always make it look easier. SAIL is garnering lots of attention, having recently opened our doors to an outside research group. You would have thought there was a real surgery about to happen in the operating room once we finished setting it up! We don't want to share too much, but you might see a familiar mannequin face in some marketing soon.

New Hires...and New Waters

With all the exciting programs we're running, TBS has been on-boarding 12 new staff members. We look forward to their contributions. In late March, SAIL hosted a retirement party for the one and only Julian Lugo. After many years of service to SAIL, Julian decided to "sail off" to new waters. We couldn't let him do that, though, without a proper send off! Congratulations, Julian!

American Heart Association

SAIL staff **Jim Haukland** and **Edward Fraim** continue their amazing work running and teaching AHA certification courses. They have provided certification to more than 700 students in the past 7 months alone.

Asset Tiger

SAIL staff member **Rupak Basu** has been working furiously to get Asset Tiger up and running. Once it is set up, it will be a valuable tool to help SAIL manage and maintain all of our amazing state-of-the-art equipment.

Human-Based Simulation

We are pleased to share the following HBS team highlights and updates:

- Rehearsal for Authenticity (formerly known as Choose Your Own Adventure) - Learners are responding well to this new M3 program, which offers them the opportunity to try things out, find their own unique voice, and improve their interpersonal skills.
- AHK – A short-term, community-based pediatric healthcare facility that brings together medical professionals, volunteers, community providers, sponsors, donors, and friends as well as corporate and civic partners. The first session on conflict resolution skills took place in December. Thanks to everyone involved.
- M2 OSCE – Starting an exam on January 4 after a 2-week holiday break during a COVID surge was a challenge to run every day for 2 weeks. But, despite COVID cancellations and all, WE DID IT! Thanks to everyone involved for your timely responses to all our emails asking for “yet another date.”
- M1 Sensitive History Workshop – Thank you for your flexibility and patience to everyone who participated in this workshop! Originally designed and trained for in-person presentation, this workshop was moved swiftly and assuredly to remote right before the holiday break.
- Transgender and Nonbinary/Genderqueer Focus Group - Bonnie Violet, a self-described transgenderqueer spiritual drag artist, identity doula, and digital chaplain, facilitated a focus group comprised of transgender and nonbinary/genderqueer individuals. Participants were asked about their experiences in healthcare and what they would like medical students to know or understand about their health experiences. SAIL is hoping to translate this discussion into better representation in our simulations.
- Moulage, moulage, moulage! Pronounced (moo-lahge). [Moulage, according to Wikipedia](#), “is the art of applying mock injuries for the purpose of training emergency response teams and other medical and military personnel. Moulage may be as simple as applying pre-made rubber or latex ‘wounds’ to a healthy ‘patient’s’ limbs, chest, head, etc., or as complex as using makeup and theatre techniques to provide elements of realism (such as blood, vomitus, open fractures, etc.) to the training simulation. The practice dates to at least the Renaissance, when wax figures were used for this purpose.”

The TBS and HBS teams have been collaborating on making some fancy moulage molds using our brand new 3D printer. Never before did we think we'd say, “Let's put the psoriasis on the baby and see how we like it.” (It's a long story.)

[Facebook](#) | [Podcast: Beyond Simulation](#) | [Twitter \(@UIC_Simulation\)](#)

Director, International Programs, Ara Tekian, PhD, MHPE



DME enjoys an exceptional [international reputation](#) that has resulted in attracting successive generations of short-term (1- to 12-month) fellows who have come to UIC to focus on special projects of particular interest to them and their home institutions. Due to the pandemic, our short-term fellowship program was suspended temporarily.

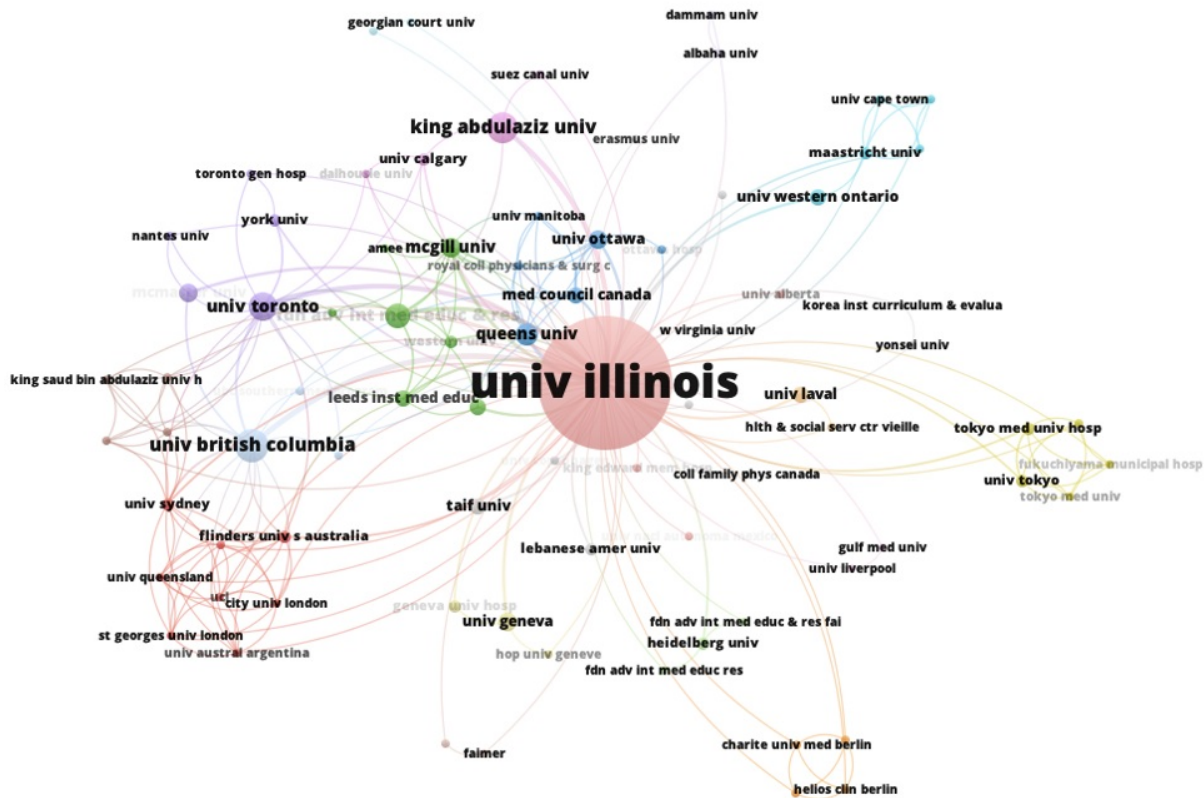
However, very recently, the university lifted the ban, allowing us to accept a short-term summer fellow from Brazil. **Cynthia Francisca Xavier Costa de Assis Silva** is an MD-PhD pediatrician and professor of medicine at the

Federal University of Lavras. Dr. Silva is observing DME and SAIL operations while attending a concurrent MHPE course.

We are happy to report that discussions have resumed for our MHPE program to be offered onsite overseas.

In addition, new faculty consultation requests have started arriving. We are cautiously reviewing and handling these requests since international travel is involved.

Finally, DME is looking forward to representing UIC in late August at the Association for Medical Education in Europe conference in Lyon, France.



Subtheme Leader, UICOM Health Humanities and Ethics Director, Undergraduate Education in DME, Kristi L. Kirschner, MD

In the Winter 2021 edition of the DME newsletter, I talked about what health humanities involves and how University of Illinois College of Medicine (UICOM) has been integrating health humanities into the curriculum transformation project that was launched in 2015. In this segment, I want to focus on the process we have used to develop our team of ethics experts to curate and facilitate the health humanities portion of the curriculum.



One of the challenges was to create and implement curriculum that spans all three UICOM campuses: Chicago, Peoria, and Rockford. (The Urbana campus has closed now that the Carle Illinois College of Medicine is up and running under the auspices of University of Illinois Urbana-Champaign.) The new Illinois Medicine Curriculum features an integrated course structure (ie, we no longer have discipline-based courses), is organized around clinical cases and perspectives, and uses interactive methods and flipped classrooms whenever possible.

The first step was to do a survey of existing curriculum and faculty teaching ethics across the three campuses—and to do an in-depth literature review of professional/medical education gold standards and benchmarks (eg, American Medical Association, Association of American Medical Colleges [AAMC], Liaison Committee on Medical Education), looking for gaps. We developed an aspirational roadmap of learning objectives and topics for phase 1 (preclerkship), phase 2 (required clerkships), and phase 3 (advanced clerkships/subinternships and electives).

We have now 16 ethics content experts across UICOM, other University of Illinois Chicago colleges, and clinical affiliates who meet monthly to create, prepare for delivery, and review curriculum: 5 are clinical ethics consultants; 1, a PhD/philosopher; 2 are JDs with ethics training; 1, PhD/religious ethics scholar; and 7 are clinicians with ethics training (5 physicians, 1 physical therapist, 1 registered nurse/PhD).

We have developed basic foundational sessions (i.e., conceptual frameworks) on professional and clinical ethics, research ethics, and conflicts of interests during phase 1 with these concepts integrated into selected core case and Team-Based Learning® sessions. We lead a session early in phase 2 on dealing with moral distress and the hidden curriculum, in which students write their own reflections and discuss case examples in small groups. We recently piloted an asynchronous chat group in partnership with the professional identity formation subtheme on moral distress and ethics with 20 students in phase 2 or phase 3. The goals are to:

- explore and practice using and building on phase 1 ethics materials, including the ethics "toolkit"
- cultivate greater depth of self-reflection and skill in moral reasoning, including skills for addressing moral distress and "upstanding"
- capitalize on the ecologically valid scenarios (or naturally occurring moral issues and ethical dilemmas) that arise during phase 2 clerkships to facilitate peer dialogue, including exploration of potential professional solutions and professional identity formation

During the next year, we will be working on strategies to expand and ground the curriculum more broadly in existing phase 2 structures. We are challenged by having 300 students per year, split across 3 campuses, and more than 20 clerkship sites! Other goals for the upcoming year for the UICOM ethics team are to build 2 or 3 ethics electives, develop better methods to assess ethics learning and skill application in problem-solving, and to cultivate more small group activities. We welcome suggestions for how you, our DME alumni and network, have tackled similar challenges. Please e-mail kkirschn@uic.edu.

For more information on pedagogical approaches in medical school ethics curricula, please see the following resources:

- Glicksman E. "What do I do?" [Teaching tomorrow's doctors how to navigate the tough ethical questions ahead](#). September 27, 2016. AAMCNews.
- Smith TM. [Medical students: know the fundamentals of medical ethics](#). October 27, 2020.
- [The top 10 ethical issues medical students should be taught](#) February 14, 2020. [From Carrese JA, et al. [The essential role of medical ethics education in achieving professionalism: the Romanell Report](#) 2015 Jun;90(6):744-52.

Featured DME Member: Bridge to the Faculty Postdoctoral Fellow, Nicole Perez, PhD



In this newsletter, we are featuring our Bridge to Faculty Postdoctoral Fellow, **Dr. Nicole Perez**, who joined DME in Fall 2021. She is expected to transition to an Assistant Professor in DME in Fall 2023.

Q: Tell us about yourself (background, scholarly interest/field):

A: My research and teaching interests lie at the intersection of education, race and ethnicity, immigration, and social inequality. As a trained sociologist, I apply frameworks and theories rooted in sociology of race and ethnicity to the context of medical education.

Q: What are you most proud of during the past academic year?

A: I successfully completed the first year of the B2F Program and was officially offered an assistant professor position in DME. I am also most proud of being selected as one of the five cohort members of the Research in Medical Education (RIME) Program Mentees. Lastly, I was grateful to DME for supporting my attendance at the AAMC Minority Faculty Leadership Development Seminar. I networked with academic medicine scholars from across the country and thus far have begun a research collaboration with a psychiatrist from Columbia University.

Q: Tell us about your current research project(s):

A: My current projects apply my background in transitions to higher education to focus specifically on the Latinx medical education and physician workforce context. The first project utilizes data from my dissertation to examine how undocumented young adults encounter barriers across their health professions education pathways. The second project is being developed to apply for an AAMC Central Group on Educational Affairs Collaborative Grant. Through a collaboration with Drs. Laura Hirshfield, Monica Vela, and Pilar Ortega, we are investigating the funds of "community cultural wealth" that Latinx medical students and trainees possess that successfully propels them through educational and workforce transitions.

Grants, Honors, and Awards



A painting titled "Which Doctor Shall I Be Today?" by **Pilar Ortega, MD**, was recently featured on the [March cover of Academic Medicine](#).

Jeffrey J.H. Cheung, PhD, was awarded the Central Group on Educational Affairs (CGEA) Mini Grant Proposal for a research project that explores journal editors' perspectives on and approaches to capacity building for the purpose of expanding diversity, inclusion, and access in medical education scholarship. The goal of this work is to build a conceptual understanding of what capacity building in medical education scholarship is and to identify the role of journals in collaboratively advancing this endeavor. Ultimately, this project aims to inform an integrated effort at achieving systemic change that is guided by a common vision and goals and shared best practices.



In addition, Dr. Cheung was recently named chair-elect for the CGEA - Medical Education Scholarship Research and Evaluation section of the Association of American Medical Colleges. In that role, Dr. Cheung will be working toward enhancing the quality of research in medical education and promoting its application to educational practice within the CGEA.



Kathleen Kashima, PhD, was awarded a National Humanism in Medicine Medal at the Annual Gala of the Arnold P. Gold Foundation on June 9 at the Ziegfeld Ballroom in New York City, joining 10 other "leaders of humanism [who] have committed themselves tirelessly to rooting healthcare around the patient." President and CEO Dr. Richard I. Levin lauded "[t]heir inspiring efforts...both in raising the importance of compassion and connection in medical education and in establishing a reinforcing community of empathic doctors who serve as role models and as support for one another." This is no small feat and no small honor, so props to her! For more information, see [Gold Humanism Honor Society award and Dr. Kashima's work](#).

Bob Kiser (PI), Christine Park, and Amy Binns-Calvey have been awarded an Association of Standardized Patient Educators Research Grant for "Off Script: Implementing Rehearsal Methods to Enhance Engagement in Standardized Patient Encounters." Many congratulations to the team!



New Hire

Karina Tan is helping us with projects this summer and will be sitting in the reception area at the front desk.

Karina has administrative, audio-visual technology, and customer service experience.

Calendar of Events

OCTOBER



Fri, Oct 7 - Sat, Oct 8 - Pilar Ortega, MD, invites alumni and others in the DME network to attend the 6th Annual Latino Health Symposium, hosted by the Medical Organization for Latino Advancement (MOLA) at Northeastern Illinois University (Chicago, Ill). This year's theme is "Transforming LatinX Health through Technology & Innovative Healthcare." For more information, please see: <https://www.chicagomola.com/latinosymposium2022/>



Wed, Oct 19 - Timothy F. Murphy, PhD, will give the Fifth Annual Krug Lecture in Biomedical Ethics at Oakland University William Beaumont School of Medicine (Rochester, Mich). Dr. Murphy's topic will be "Ethical Aspects of Body Modification in Minors for Gender Expression." This endowed lecture is organized by the Department of Foundational Medical Studies.

NOVEMBER

- **Mon, Nov 28 - Deadline to submit newsletter contributions** to DMEnews@uic.edu for inclusion in the winter 2022 DME newsletter. Alternatively, please connect with us online via [Twitter \(@uicdme\)](#) and/or [LinkedIn!](#) Finally, please consider sharing your ORCID iD with us so that we can track and help promote your work.

Follow us on [Twitter](#) and on [LinkedIn](#)

DEPARTMENT OF MEDICAL EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

